THE CHALLENGE OF METROPOLITAN DEVELOPMENT

Volume 55

Annual Proceedings of the Middle States
Council for the Social Studies

MILDRED C. STOLER, Editor

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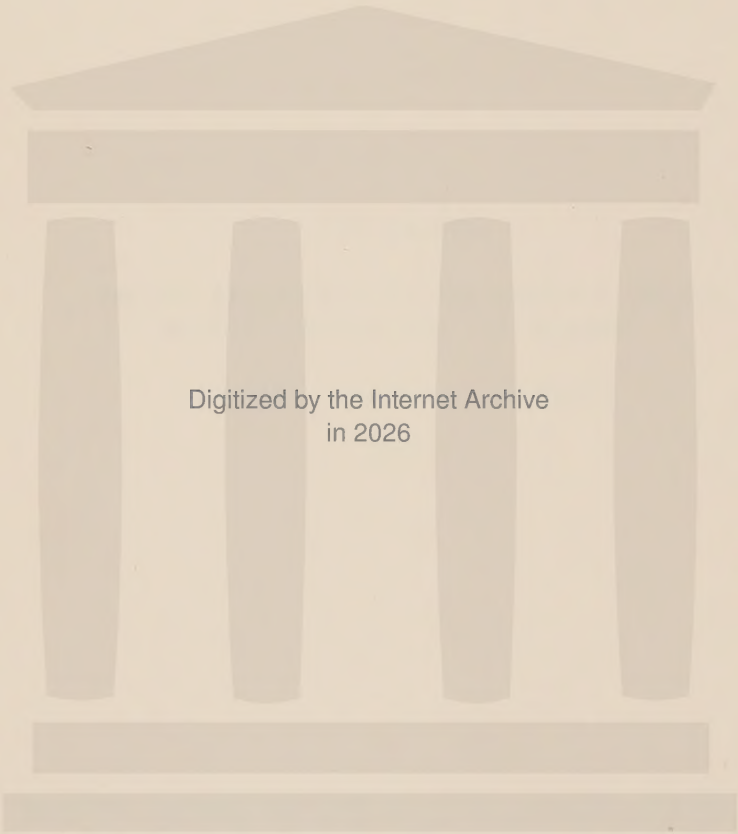

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FOREWORD

The theme of the fifty-fifth annual spring conference of the Middle States Council for the Social Studies -- the problems growing out of the rapid concentration of population in metropolitan areas -- concerns people in many places. Those who live in the area from which the membership is drawn -- New York, Pennsylvania, New Jersey, Delaware, Maryland and the District of Columbia -- are directly concerned because it is predicted that within the next forty years there will be a continuous metropolitan area from Washington, D.C. to Boston. This "urban sprawl" results in problems which must be solved by joint endeavor on the part of parents, teachers, government officials, and community leaders.

The speakers were persons actively engaged in dealing with these problems. They drew upon their experience and thus spoke with some degree of authority.

With one exception (Dr. Robinson), the articles published here were prepared from tape recordings of the speeches. Much of the air of informality has been retained.

The Editor

AN ANTHROPOLOGIST LOOKS AT SUBURBIA

By Dr. Margaret Mead

American Museum of Natural History
New York City

I want to talk about the way this developing pattern looks to an anthropologist, looking at it through time and space; some of the problems we are going to have to face; and some of the problems that the school can deal with.

This is, of course, a new pattern. We still tend to think of suburbs as things that exist around the city, places where you can find a route for a train to go out. Suburbs are supposed to be related to trains. They are outside the city and form a periphery for the city. We are still thinking in terms of suburbs of New York, or suburbs of Philadelphia, Trenton, or Washington. That kind of thinking is nonsense today because we are really dealing with a solid mass of humanity, irregularly and indiscriminately spread over an area from Washington to Boston. Almost every concept that we had is no longer relevant to this urban sprawl. At one point we invented an absolutely unbearable word called "rurban" which was a combination of rural and urban. Nobody knew what it meant, whether it meant people who milked cows part of the week and worked in the factory the rest of the time or whether it meant stretching out a row of cottages along a state highway. Then we had the idea of satellite cities (hasn't been mentioned since Sputnik). There was a central city with other cities, anonymous and unimportant, which were scattered around.

What is it like to be a child in Newark or Camden? This is a problem which I think is unsolved to date, but I have been speculating about it ever since something happened to me, perhaps thirty years ago, in Wellington, New Zealand. I was walking along the

street with a New Zealand schoolboy, when he looked up and said, "Parliament is in session." When I came back to the United States a New Zealander was here visiting us. He met an American on the subway. They got to talking and the American said, "How many people are there in New Zealand?" He answered, "A million." The American said, "That'd look pretty small in New York wouldn't it?" "But smaller in London," said the New Zealander. The significant point is that although there were many, many fewer people in New Zealand than there were in New York City yet New Zealand was a nation in which every schoolboy could point to their Parliament and have a very close relationship to it. And what did it mean in terms of a sense of identity to grow up in New Zealand with a parliament, a prime minister and, today, representatives in the United Nations? Compare that with growing up in cities much more populous than New Zealand which, because of their location and relationship to other cities, are looked upon as satellites, border cities, places that don't like Walt Whitman and things of that sort.

I was still speculating about this two weeks ago when I was out at the Ford Center for the Behavioral Sciences in California. The Director of the Center said, "You know we have three people here from Newark." Statistically speaking, in a group of fifty people selected from all those working in the behavioral sciences there should not be three people from Newark. But they had them. Three of the greatest mathematicians of the last quarter century lived within three blocks of each other in Budapest. Nobody knows why. We are just beginning to understand the relationship between the way in which space is structured and the way in which people who live in it are related to it, and the significance of your town, province, county, state, or city. I remember (it must have been about 15 years ago) when I was teaching at Vassar I asked the students to write a paper on somebody. (It was obvious they would take themselves because it was easier, but they weren't told to.) They were to take the case history of an individual and discuss his position in the community, his class position, and his family and community life. Of course, they all took themselves and being Vassar students they tended to place themselves as one sub-class higher than their faculty. There was a very striking difference between those who came from places such as Bronxville or Winnetka where

people all had high incomes and were roughly equal and those who were from small towns where the daughter of the banker or doctor was in a highly differentiated group. The latter group understood what a community was.

We have for the first time in history a relationship between prestige, privilege and wealth on the one hand and a kind of patchwork use of space on the other. It is not at all unusual for the nobility, the king or the governor to live on the hill. As far as we know, they have always lived on hills. If the town is on the plain and there is a nobility, the town is moved to some hills so that the nobility can live on the hills. A hierarchal society cannot be properly planned on flat plains.

Furthermore, in most societies in the world, the rich have lived in bigger houses than the poor. This is not absolute. There have been societies, such as the manorial societies of Europe in which the rich man theoretically had a big house, but everybody else lived in it. On the other hand, among the Maori of New Zealand the houses of the chief and the commoners were almost identical (rather miserable little hovels), but there was a beautiful highly decorated public meeting house that belonged to all the people although it was said to be the property of the chief so the chief could feel very superior. Everybody enjoyed the big house but everyone lived in a little hovel. This can happen, but on the whole there has been a tendency to differentiate. The rich, powerful, and privileged have had better houses, bigger houses, taller houses, more grounds, more deer in the grounds than other people. (In the United States they tend to be iron deer!) This is not too serious. If the area in which people are not permitted to fish or hunt gets too large or if there isn't sufficient food for people to eat, there is a revolution and these conditions are corrected.

We are now dealing with a very curious and different situation in which many people have freedom to move. Freedom to move is based on money and mobility

of some sort, such as freedom to change one's job or to bargain for the job one wants. Perhaps one is in the insurance business and can move to Hartford or not as one likes. Freedom also depends on not having more than two children. If you have more than two children and you are poor you can't move and you are not free. Today, all the people that are free to move either because they have money or their parents have money or because they have a job with mobility and do not have too many children are continually moving trying to find some place where they can protect themselves and their children from everybody else. Now this is, roughly speaking, what is happening in the suburbs.

People are looking at the world we live in and finding it not good. It is too crowded, there isn't any grass, there aren't any trees, there are a lot of thugs, you're likely to be robbed, your daughters are likely to be raped, your children are likely to be stabbed, your schools are likely to be over-crowded and disorderly, it is very hard for your children to learn anything, there's smog and the wrong people live next door. So everybody who can move is moving and taking up a little bit of the available space that's left so they can live somewhere and keep somebody else out.

I have sat in charming little towns in Connecticut where the League of Women Voters (after all everybody admits they are the most responsible citizens) were discussing whether they were going to do a self-study or not. (A self-study is a lovely invention. One is being made in practically every field now except boilermaking.) The League of Women Voters look their community over and they get out a little bulletin to tell everybody about pupil allocation, state and local ratio, and many, many of the things about the modern community that a lot of the people don't understand. These little pamphlets help people live there and behave. But at one of these meetings I attended they were very seriously considering whether they should do such a thing. They admitted it would be very useful. Citizens would vote for the right people and they would be responsible citizens; but somebody in the Bronx might read it and move there.

An essential characteristic of our new suburban communities is the feeling that if anybody else moves

in they'll be ruined. In the past the essential characteristic of an American community was the belief that its health, strength and responsibility depend on growth. A study of cities right across the United States will show that growing cities have been the healthy ones, the cities with good schools, libraries, services, and citizenship records, and with lower crime records. In the United States growth and health have been synonymous. When a town starts to slip it doesn't always decline in population, it just changes population. For a time the newcomers replace the old and the change is not noticed. But after awhile you find something peculiar has happened. The kind of people who are there are not the kind of people who were there before. While the town went down, other cities went up. They went up because they were growing, because they had a sense of movement and power and they believed that they were going somewhere. Any community in the United States that has been based on keeping other people out has run counter to the whole trend of growth and strength from growth.

Today in this crazy growth area we have these hundreds of miles where you can't tell where one town begins and another ends and neither can the people who live there. There is no real designation of responsibility in dealing with tax rates, school systems and zoning. We have completely given up one of the principal characteristics of our American community life.

Furthermore, we are developing a sharper and sharper differentiation between two areas of the people. There are those who are responsible, child-centered, home-centered, filled with all the best local ideals. They want to have a good place not only for their own children but they want to have a good community. They want to have a good school and good cub scouts; they want to have the kind of salary scale that will take good teachers away from other communities. This is one group of people, very highly responsible, focused on their own homes, their own children and their own front yards, their own cub scouts, their own school system. Over against them are all the areas they have abandoned; all the people they have pushed across the tracks; all the areas they have left in the next town and zoned out of their own communities - sub-standard housing, poor wages, no responsibility, broken homes.

In a good human society, the strong take responsibility for the weak. If there is a broken home or father beats mother and the children have trouble, somebody comes forward and looks after them and cares for them. This is true whether you are dealing with a New Guinea community, with the Eskimo or with a Jewish community in Eastern Europe where it was the pride of the wealthy man to provide the bridal ceremonies for the poor. The poor man had only to find a wealthy man and say "Give me a wedding," and he did. In the American small town of fifty or a hundred years ago the strong carried the weak; the educated helped the uneducated. The responsible people, the educated people, the special leaders in the community, the doctor, the lawyer, the banker or whoever they were, carried that community and the other people were part of it.

Now, there were some pretty funny other people; they had six children and the father drank and the teachers in the school knew about those Johnsons. They had had seven or eight of them and when another one of them came in, they just said, "Another Johnson." There were drawbacks to this situation, because there wasn't much hope of the Johnsons not being Johnsons in this kind of a community. There were definite drawbacks in the tight, enclosed community with no mobility, but, nevertheless, the community took some responsibility for all of its members.

We have had a long history of the community trying to escape this responsibility. In seventeenth century England if a newcomer became ill the citizens carried him on a litter out to the middle of a field and let him die so their own workhouse wouldn't be responsible. So began the settlement laws which we have all over the United States today - elegant methods so that the state won't be responsible for the people who come into it because it is a better place to live. A person leaves his own state, which is a poor, lowly no-account state. Nobody wants to live there so it has a one-year settlement law. He goes to a state with a three-year settlement law but when he has been away from his own state for two years, he finds that he belongs nowhere. He can't go back where he was. He left there because they didn't think so much of themselves and they thought a year was enough. He can't belong to the place where he is because they think so much of themselves that they require three

years to establish residence in their community.

This has been developing steadily with occasional wonderful little spurts like Rhode Island which, in the middle of World War II, suddenly abolished all settlement laws. They said, "We will take care of anybody who comes here." Of course, if they had all come, I don't know what would have happened, but they were a brave, upstanding little state. They said they would take care of all comers. But in general, what is happening everywhere in this country is that the responsible, economically sound, well educated people who came from good homes and belong to good churches are moving away from the others so they won't have to carry any of the burden. You see this in every kind of form. The University of Chicago, about twenty-five years ago, took the responsibility for studying the neighborhood around it and trying to understand something about it. Today, it is clearing the slums around it and building a model inter-racial neighborhood. But this means dispossessing the people who live there, pushing them into worse slums. They hope they won't rob on the campus; they hope they will rob somebody else. This doesn't do a thing about robbing. In fact, it makes it worse because the housing is worse. Maybe it protects "our" students and "our" nurses. Columbia is doing the same thing - building a nice little island in which their own people can be safe, but other people are less safe than they were before.

This is, I believe, the problem of "the suburbs," the problem of our present pattern of what Holly White has called in a recent issue of Fortune "the urban sprawl." It is a result of each person seeking safety only for himself and his children and being willing to clean up the next three blocks if that will make his children safe. There is a total breakdown in large scale responsibility. This breakdown is serious. What happened in Boston last week at that Rock 'N Roll meeting when fifteen women were attacked and raped isn't very funny but it is a natural result of the way we are organizing life, because we are acting on two principles that are more or less opposed to each other. In the nice patches - the suburbs, the good areas - we have recognition of family ties, full responsibility for children, protection of property, a concentration of plus-values and to the others we leave absolutely nothing but fidelity to the gang. Relations between

parents and children are not protected; relations between husbands and wives are not protected. There is no relationship of the group to the community in which they live; there is nothing left except the gang and gang loyalty. This kind of gang, peer group loyalty, is, in a sense, the lowest, least differentiated human manifestation. As far back as we can reconstruct human life on the basis of what we know about primitive societies we have always had men protecting women and men and women protecting children. No society has had the young, either boys or girls, segregated from the rest and occupying a position vis-à-vis the rest of the society.

I think that we are going to have a period of attempted revision of this situation because the nice little islands are not safe any longer. The children of the protected groups see television and listen to the radio and read the comics and newspapers, which are manuals of crime. None of this can be kept out, so even though one has moved to one of the nicest suburbs in the world, one can only protect one's children up to age two. The minute anything hits equally the rich and the poor, democratic society begins to pay attention. What was the great appeal of The Polio Foundation? It was that polio could hit your child or mine. It was very easy to get money for polio but terribly hard to get money for diseases that are poverty-linked - that are not going to invade the comfortable suburb or Park Avenue. Polio could strike anywhere. We are getting to the point where juvenile delinquency can strike anywhere too. Or murder can strike anywhere. An artificial picture has been built up that one is safe in one community and unsafe in another; that over the tracks it is dangerous, but here it is safe. This is breaking down, and as it breaks down, we can expect a kind of convulsive effort on the part of society to deal with the breakdown and build something else.

This will be the point at which the kind of education that we are giving our youngsters is going to matter. If we are teaching these over-protected groups, we have an opportunity to give our students some notion of other kinds of things than those they learn at home. If we are teaching one of the under-protected groups, we must give them some picture of a whole because they are going to be called upon to

operate in some kind of whole.

There are other problems involved here of course, such as decentralization of industry, smog, atomic plants, the location of roads, traffic and the absolute wreckage and desecration of the world so that children today have no relationship to nature because they do not experience it. All these things are going to have to be dealt with too. The people who are educated enough, rich enough, and safe enough to solve life's problems are going to have to face those problems rather than run away from them.

This is not exclusively an American problem. Something similar, but in varying degree, is happening everywhere in the world. The city has from the beginning rich people living there and thieves living there. It happens even in Bali. In the second largest city in Bali in 1936 there was a ward which belonged to thieves.

In the past we have been unable to deal evenly with the whole of the city or to give everybody in it the same kinds of opportunity and privilege. It is fair to say that nowhere in the world do people know how to deal with the city and even less do they know how to deal with this awful sprawl. No one belongs to a community, no one can point really to his council, or his mayor, let alone his parliament. One's sense of identity is impaired and is meaningless. We're condemning millions of our children to a kind of nonentity because they have nothing that matters with which to identify themselves. They've no community of which they can say "this is mine" and of which they can be proud.

There is nothing in the whole world as bad as our combination of suburbs. There is also nothing as good. Nowhere in the world are there as good homes, well set up, set up for children, set up for good human relations, set up with respect to the individuals that live in them. But the thing that is dangerous today is this break with the past when the good, the strong, the safe and the secure carried the group. This is true right down to polygamy. You see, if you have a tiny tribe in New Guinea with some spare women, the men that marry them are the strong men who can manage two gardens or build two houses. They get two wives.

It isn't really regarded as a privilege. It's an obligation. Throughout history societies have been built so that the strong and the reliable carried the weak, the young, and the irresponsible. This we have torn apart. We have just ripped the texture of our society today. This faces us in our schools; it faces us in our taxation system; it faces us in any kind of responsibility for voting. An understanding of this system and of ways in which it can be altered and participation in seeking ways to alter it must be principal concerns, I believe, of our responsible citizenry and of the teachers of the social studies, who are conveying to children, and therefore to their parents, the changing ideas of citizenry and responsibility which we have to deal with in the world today.

THIRTY YEARS OF CONSTANT CHANGE

By The Honorable A. Holly Patterson

County Executive, Nassau County, New York

Nassau County is typical perhaps of the counties in this metropolitan area which we generally speak of as being in the radius of fifty miles of greater New York City. It is a very young county. It hasn't as yet reached its sixtieth birthday, but will reach it next year. In 1899 it was carved out of Queens County at a time when the Greater City of New York was being formed. About two-thirds of the area of Queens was constituted as Nassau County. At that time it was a rural area of about 50,000 population. Most of the land was dedicated to farming. There were few communities. Its history reaches back to colonial days. This is a very old part of the state of New York and many of the oldest landmarks and historical monuments are here on the island. As a matter of fact, the town of Hempstead is much older than the state of New York and had to surrender certain of its powers to the state when the state was born.

From 1899, when the population was 50,000, we began to grow. In 1910 we had made substantial growth. By 1920 we had reached the population of a few hundred thousand people and we thought that we were really growing magnificently. Then in the thirties, there was a tapering off. In 1950 we reached the population of 600,000 and we really felt that we were marching along at a very fast pace, but since then we have now grown to 1,300,000 people by actual census taken a year ago in order to lay the basis for additional state aid and to prove to the state of New York that we had that population.

When there is a great increase in population, there are a great many problems--different problems and new problems. The people who say to you, "We'd

like to go back to the good old times the way we were," fail to realize that we cannot retrace our steps. We must face these problems in the future and try to solve them. How to keep the boy in clothes is often the question of the parent, but how to keep a million people operating under an efficient, economical government is the question the public officials have to answer. Many times the various agencies of government have to be brought together. For example, in Nassau County there are 3 townships, 62 villages, and 2 cities. There are some 57 separate, independent school districts, and yet out of this maze of governmental operation we have developed the very quintessence of home rule, and our people operate in a very cooperative, helpful manner.

We recognized in 1938 that there had to be some remodeling of this system of government, not to establish some highly centralized system of government that would supersede all these other agencies but to take on those powers that were of a countywide nature while leaving with the local units of government those services that could best be performed at the local level. It was readily conceded that health and assessments of property should be centralized, and to the extent possible, that there should be a centralized police force and a welfare department. We were able to centralize completely the assessment department, the welfare department and the health department. However, some of our localities wanted to maintain their local police forces and they do so even today. It poses no problem because there is no envy or jealousy among the departments. They work together very well and the Nassau County Police Department today polices about two-thirds of this county, is a little over thirty years old, and has risen to become the biggest department in the state of New York, with the exception of the city of New York.

In this great mass movement of population it is not enough that the person has a nice new home. When he makes that great investment he wants to be sure that he has municipal services, highways, lighting, fire protection, and of course, fine facilities to educate the children. Some idea of how great this growth has been can be gained by examining the problems in the town of Hempstead. Great growth first took place in the west end near the city line. It wasn't many years before it shifted to the east and to the area today known as Levittown which has a national

reputation. Mr. Levit came there in 1946 or '47 and built 22,500 homes within a period of three years. He built on a virgin area known as the Old Hempstead Plains. Some of the land had actually never been plowed. (As a young boy I went out there and picked violets at this time of the year, in great handfuls.) Literally hundreds of acres were available for the development of a home community. He built those houses at a tremendous pace. I remember going to Albany one time to speak about getting some traffic lights on the state highway. We argued all morning and a couple of hours in the afternoon and got nowhere. I said to the gentlemen when we broke up, "Well, we have had a long, protracted conversation, sometimes pleasant and at other times a little irritable, but at least while we have been talking, Mr. Levit has built a dozen homes." They just wouldn't believe it, but that was the rate and the pace.

When this great growth came to the west end of the county, we were faced with the problem of building a new sewage system. It was set up to take care of two-thirds of the population of Nassau County. However, we no sooner got it under way, ten years ago, than the entire population shifted away from there. While that is the biggest sewer project being built in the United States today, and I think you can say in the world, as soon as we finish that project, at a cost of $150,000,000, we shall have to start building the eastern district sewage system which will serve probably six to seven hundred thousand people and will, in all probability, cost in the neighborhood of $250,000,000. But plans must be made now to solve these problems that we face in dealing with the great mass movement of population and, wherever it is possible, we must put them into operation. We cannot postpone them, we should not postpone them, to the generation that comes after us. I think that if we start now we can make a great forward movement.

In this county we have a great many miles of county highways. We have been forced to widen them. It's always painful because whenever one undertakes one of these projects, he must of necessity take somebody's property. But it's an imperative thing. One doesn't relish doing things to the individual, but the individual's rights must sometimes give way to the great public way. The problem of growth brings some

hectic moments, but out of hectic moments one grows and obtains some stature. We expect that Nassau County will probably reach a population of two million people in the next ten years. What we face here is true all over this great northeastern part of the country.

We have had to develop parks, not in great numbers. We have 250 in this county ranging from an acre or two in size to the big county park of over 1100 acres. We've worked together with Mr. Robert Moses as head of the Long Island State Park Commission. At Bear Mountain just a few days ago he pointed out the generosity of Nassau County in voting 8600 acres of common lands including the ocean front with Jones Beach. The County has made a great investment by acquiring right of way for parkways. Today twenty-six million cars a year pass over the Southern State Parkway. More cars go over Southern State Parkway in this county than pass through the Holland Tube in a year.

This great development in transportation by automobile, by waterways, and by airplane has brought about a phenomenal and volcanic upheaval in these areas as well as tremendous problems. Bear Mountain Inn is only about a three-quarter hour drive from New York City. A few years ago, that very area was considered to be so isolated that it was taken for a prison site. It was only because Mr. George Perkins who lived in that area enlisted the services of the Harrimans and the Rockefellers and other people to wage a fight against putting a prison there at the Palisades that they were able to stop them. Now hundreds of thousands of people use it every year. Jones Beach here in this county was an inaccessible spot twenty-five years ago. The only way you could get to it was by boat. Now on Saturdays and Sundays, when we have good weather, there are three to four thousand cars parked there, close to a million people on the beach, and I have seen weekends when it had to be closed. It is all part of that pulsating, "driving" thing that we are witnessing because transportation now is in the hands of everyone. What is twelve miles away, a great distance a generation ago, is near-by today. Fifty miles is within a little over an hour's drive.

We have enjoyed a wonderful growth. We are just on the fringe of it and we are going to see more of it

and with it will come these problems of getting away from some of our old philosophies, our provincial point of view, the longing for the good old days, and recognizing that we are all going to live together in a very compact area and we must of necessity share what we have. Out of it I am sure will develop a healthy economy and a finer citizenship.

YOUTH PROBLEMS IN SUBURBIA

By The Honorable Frank A. Gulotta

District Attorney for Nassau County, New York

In recent years, we have experienced in this part of the country a great shift in population, from the cities to the suburbs. How has this affected the youth problem. Perhaps we may take Nassau County as a typical suburban community and perhaps our experiences here may furnish an answer.

Thirty years ago Nassau County was a quiet, law abiding, peaceful, relaxed rural area made up of large farms, vast woodlands, large estates on the north shore, one-family dwellings along the south shore, local community stores, very little industry and few problems. Its population then was about 300,000. Contiguous to the most populous city in the world, it was known affectionately as the playground and the bedroom of New York. Many of our residents travelled to New York City each day to earn their livelihoods and returned in the evening to their homes here in Nassau County. On weekends and during the summer months, city crowds spilled over our county lines to enjoy a day in the country and use our recreation facilities. The children in the community were known by everyone else in the community. They had teams, plenty of play area and adequate school facilities. The important institutions were the home, the school, the church, the village general store and the local firehouse. Youth problems in those days were generally solved by the parents, sometimes, if needed, with the assistance of a friendly village policeman or the local justice of the peace.

Immediately after World War II this county experienced tremendous growing pains, and almost overnight, we saw these large open spaces turned into driving, throbbing, pulsating communities with thousands of new homes and businesses, an influx of industry and large

department stores. The population increased from 300,000 to 1,300,000. Nassau City became the fastest growing community in the United States. People moved into the area from various parts of the country but mainly from the city of New York. New roads were built and thousands of cars began to travel daily across our highways to war plants and industrial plants.

While we are still essentially a county made up of one-family homes, great changes have taken place. With the increase in population, we could expect a corresponding increase in crime and youth problems. Unknown elements kept pouring into our county by the thousands. Were they good? Were they bad? Who were they? What was their background? How would they fit into our society? What would be their outlook? We had to ascertain these facts.

In any community, the field of crime prevention is much more important, more salutary and beneficial, than crime prosecution. In order for crime prevention to succeed, all facets of society must work together in a concerted, cooperative effort. With this great influx of new people, we felt there were two major overall fields which might form the core of any serious trouble: (1) the possible use of narcotics by teenagers, and (2) teenage gangs. To combat these two problems, we embarked upon a preventive and educational campaign that enlisted the assistance of school authorities, parent-teacher associations, fraternal and service organizations, public-spirited citizens, doctors, nurses and the police department working as a team. We called these groups together in Mineola and it was the most exhilarating exhibition of cooperation that you ever saw.

We were particularly concerned with the narcotics problem because of our closeness to the city of New York. We knew that certain areas in the city acted as supply depots. We approached the problem as a social and health problem rather than a penal problem, offering help to cure and rehabilitate any user, but adopting a policy of severe punishment for the pusher or the seller. We set up a procedure whereby school authorities could make known to us, through secret channels, suspicions that they might have as to any youngster. I say through secret channels because if a teacher suspects that a youngster in his classroom has been preyed

upon and may be a user of narcotics it should not be advertised all over the community. For the good of everyone concerned, the best thing is to let it be known to as few persons as possible. We set up a plan whereby no more than three individuals would know the situation and we set about immediately to try to cure that young fellow.

As part of our educational campaign, we used films which showed how narcotics are introduced into the schools, the symptoms of their use, and their effects on the individual. In addition we supplied speakers who were equipped with exhibits so that parents might see what marijuana cigarets looked like. We passed them around. We counted them to make sure that the same number came back. They could see them; they could feel them; they could smell them. They could see the other types of narcotics. This educational campaign aimed to enable parents to recognize the narcotic should they see it in their home or in the possession of their youngsters. The school and the school authorities were our greatest help. Nassau County will forever be indebted to the fine, cooperative assistance which the law enforcement authorities received. As a result this county can still boast that insofar as narcotics are concerned, it is probably one of the cleanest anywhere in the United States. In the course of a year, we may have no more than ten cases and most of these are in the adult group. This is a particularly fine record in view of the fact that we are contiguous to the city of New York where we know that some of the greatest supply depots in the world are situated.

Insofar as teenage gangs are concerned, the police have likewise worked out a plan which to date has curbed and discouraged any trouble arising from this source. You will observe, if you have had an opportunity to read our local newspaper, that whenever youngsters get together there is fear of a so-called rumble. As soon as a few of the clan begin to congregate, policemen and police cars are immediately there and the thing is taken care of before it has a chance to start. And there again, this has only come about by the cooperative effort of all the people in this county working as one team.

In addition to these two activities, we have in the county twenty-seven police boys clubs with an en-

rolled membership of 11,416. In various communities, we have volunteer groups who set themselves up as employment agencies where teenagers may be referred for summer or part time work. The groups work closely with various employers in the area with the hope of keeping idle hands busy. These are some of the things that may be done by any community in the field of crime prevention.

On occasion, things will happen, sometimes shocking incidents, such as the one we had a few weeks ago when a high school boy with a sawed-off shotgun shot and killed another pupil. Without thinking, people immediately jumped to the conclusion that this is typical of our teenager, that we can expect nothing but crime from our youngsters, that our schools are falling down in their obligations, and they cry out for harsh, punitive measures to be taken against youth in general. Perhaps people can't be blamed for thinking that way because they are influenced by what they read in the newspapers. Unfortunately, people like sensationalism and newspapers, to spur sales and circulation, give prominence to sensational news. On the same day that newspapers were sensationalizing this unfortunate occurrence with screaming headlines and photographs, tucked away in an obscure part of the newspaper was reported the fact that some 200 students had been awarded New York state scholarships. Perhaps the only persons who read the latter story were the families of the individuals concerned. And so it is day after day, the wrong that one teenager may do is headlined, the good that thousands may be doing is never heard of.

Our youngsters present no greater problem now than they have through the generations. More than two thousand years ago Socrates said of the youth of his time, "Children today show utter disrespect toward their elders, they have no regard for authority, they speak out in company, they show contempt for their teachers, destroy property, etc." We today, are mouthing the same words. We know from statistics that 98% of our youngsters never get into any trouble at all. I don't mean to say by this that we have no youth problem, what I want to leave with you is the thought that it is no greater today than it has been over the years, and this can be proven statistically. Too many of us today classify the mischievous boy as a delinquent boy. We forget that youth is daring; that youth is an explorer; that he

is against custom; that he is against taboo. Youth wants to try things on his own. His father and his mother are old fashioned. And if we would be candid with ourselves, when we were youngsters, we probably acted exactly the same way. Yet as these youngsters grow up and as they take upon themselves responsibilities, they too, will settle down just as you and I did.

I have pointed out some outstanding examples of how communities and schools cooperated in this county in connection with two general problems. What can be done more specifically in the schools and in the home to give youth the sense of responsibility and the stability that it needs?

Why does a youngster become antisocial? I feel that the attitude of the small percentage of antisocial youngsters comes about for several reasons. (1) Our traditional American and European home, which at one time was the center for teaching our children love and learning, is fast disappearing from our scene and is becoming merely a house to which we repair to eat and sleep. (2) There seems to be a disrespect for authority, which again has its beginning in the home and exhibits itself in the schools, in the court, and in the community in general. (3) We are not practicing the tenets of our religion. We forget love of God and man and are substituting love of the material things of life. Success is measured by how many dollars an individual has been able to accumulate. (4) Motion pictures and TV sensationalize crime and violence, and youngsters who are very pliable absorb ideas from these films. (5) Comic books in the hands of our children are no longer media of laughter, but are tales of crime and violence. Many other causes could be listed. Suffice it to say that there is no one cause for teenage crime. It results from a blending of many currents and cross-currents that make up a confusing and rapidly moving life.

Again I return to the question. How can we solve these problems? Or, what can be done to assist in their solution? Our experience in Nassau County has been that people will rally quickly to any just cause. This was very forcefully exhibited to us in our campaign to combat the possible use of narcotics by teenagers. No law enforcement agency nor any set of laws is of much value without the cooperation of the community.

May I at the outset, say to school administrators that where they see a problem, they should not hide it in the shadows, for fear it will be a reflection upon their administration. That is a misconception and a guilt complex which many administrators unfortunately have. You can't begin to be responsible for everything that happens in your school, nor for the quirks that are secreted in the minds of some of your students. School administration does not require that you be insurers of every child and his behavior. However, you might well be criticized if, knowing a situation to exist, you say and do nothing about it and suddenly have it explode in a much graver form. Assume those responsibilities which are yours, but be outspoken about those things you know are wrong so that they may be corrected. Here is an example of what I mean. In one of our local schools some years ago, a boy was stabbed by another boy. The principal tried to hide the fact because he felt it might be a reflection upon his administration. He went so far as to contact the school doctor and asked him not to report it. The school doctor refused. Needless to say when the facts came to our attention, there was cause for criticism. And may I also suggest that when police are making investigations concerning some of the pupils at the school that you give them your fullest cooperation. Acting as you do in loco parentis does not mean that you are to hide from police facts which you may know about one bad student to the detriment of the thousands of good students in your school. Please do not forget that you owe a duty to their parents as well as to the parents of the wrongdoer.

I should like to leave with you in conclusion these thoughts for your consideration. When children flout authority, it can generally be traced to some condition in the home. Sometimes this condition can be traced to the parents who have adopted the "Don't you dare lay a finger on my child" attitude; to the psychiatrist who insists that the little ego must not be inhibited; or to the taxpayers who tell their offspring that the teacher is just another public employee who had better be nice or get fired. This, in part, has created a state of affairs in which the teacher is frustrated and the child emboldened to disobey.

This condition should be corrected in the homes. Parents should be made to understand that their own children, just like other people's, require disciplin-

ing from time to time. Parents should be made to accept the fact that if they turn their children over to schools to be trained in the ways of civilization the schools will have to be given the authority to make that training effective. Parents will also have to agree that the teacher is not just another hired hand on the payroll but a special individual who is entrusted with important and special duties and that children must be taught to respect them. Secondly, parents must once again learn that the home should be the center of the family unit, a place of love and affection where the child is taught the importance of respect and discipline and the difference between right and wrong and is given a sense of moral values.

You should give consideration to the encouragement of vocational classes or schools for those who have graduated from high school, for example, but cannot procure employment because they are awaiting a call into the armed forces or for those individuals who find themselves drawn to the trades rather than to memorizing Shakespeare. Some thought should be given too, to opening recreation centers in schools after school hours. A program of talks to youngsters by various law enforcement officials is sometimes very salutary. When a teacher sees that a student is tending toward delinquency, or becoming antisocial, a confidential report should be made to some secret source.

May I suggest also that you consider setting up a board to consist perhaps of a psychiatrist, a psychologist, a social worker, a physician, a school representative and others to assist any child who might be inclined to follow the wrong path. Newspapers should be urged to give more consideration and publicity to juvenile decency and less to the occasional juvenile delinquent.

In Nassau county we have been alert to the problem. During 1957, with a student population of about 300,000, six hundred seventy-one cases involving juveniles were referred to the Children's Court. This represents about two one-thousandths of our school population or considerably less than the two-percent national average. We are exceedingly proud of this fine record and this record is the result of a deep-rooted and sincere interest on the part of a united and cooperative community in which the schools have played the major role.

I have implicit faith in the youth of our county and the youth of our country generally. They are fine, healthy, law-abiding citizens and they will form the America of tomorrow. As they grow into manhood, they will take their places in society, assume public positions and take over the reins of government. I have every faith that when they do they will do a better job than even we are doing today.

OPPORTUNITIES IN SUBURBIA

By Thomas E. Robinson

President of
Glassboro (N.J.) State Teachers College

For thirty-five years I lived in a city, as student, teacher, and school administrator. During that era, with rare exceptions, the best public education in America was found in cities. The best and most successful teachers gravitated toward cities, for the lures were many. Salary schedules were markedly higher. There was real reason then for the National Education Association to differentiate in its tables between salaries paid in cities and salaries paid in other areas. Transportation - a heavy expense when automobile transportation was not so prevalent - was more convenient and acceptable in urban areas. School buildings were more modern, better equipped, and larger in cities, and offered the kind of working conditions with advanced teaching tools which every professional worker craves as much as salary recognition. Supervision, special teachers, and teaching aids provided opportunities for rapid growth in professional skill. School administration, compared with that of more sparsely settled areas, was of superior quality and competence. Citizens who had themselves profited most from the advantages of education tended to live in cities and earnestly insisted on even better educational advantages for their children.

In the era of the 1920's and the 1930's there were literally, in America, two public school systems, differing greatly in quality, attractiveness, and effectiveness. Only in high exalted professional circles did one hear murmurs decrying the existence of a double standard of educational opportunity dependent almost entirely upon the geographical location in which children happened to live. There was a distinct relationship between places and people, but it was a confused, unmentioned relationship, almost as confused as was the Amer-

ican tourist in Palestine when a guide stated that he would show her the ruins of Dan and Beersheba.

"Were Dan and Beersheba really cities?" she marveled aloud. "I always thought they were a man and a woman - you know, like Sodom and Gomorrah!"

The relationship between place and educational opportunity is not as evident today; or, if it is evident, the relationship is reversed. And the reasons are just as distinct as they were in the pre-World War II era. We have witnessed, without too much articulate comprehension of what has been occurring, almost a complete revolution in the pervasiveness of educational opportunity in this country. It is the cities which now deserve our sympathetic understanding, for their problems and difficulties are massive and almost insoluble.

With the greater democratization of our concepts of efficient school administration and with the increased professional preparation and competence of teachers, there has been a marked tendency to place emphasis upon decentralization of authority and functions and to encourage individual differences among schools within a system according to their specific resources and the needs of the areas they serve. Principals and school faculties have acquired greater status and importance, with the superintendent performing the very delicate tasks of stimulation, guidance, facilitation, and coordination. The newer concepts of efficient school administration are possible in suburban areas. Large city systems, with their centralized authority trickling down by fiat through a line-and-staff organization, find adjustment to such concepts difficult because of the sheer mass of the system.

The cities have lost wealth, quality leadership, and young vitality and the suburbs have correspondingly gained. Industry, to find space and to aid with the dispersion of resources, has moved into suburban areas. Young executives and workers, seeking proximity to their work, tend to follow their places of employment. Young new families, seeking space for growing children, find themselves attracted to the new suburban housing developments. And the suburbs reap the dividends as cities lose potential board of education members, civic leaders, and citizens whose loyalties are transferred to their home locales.

Because population in cities is not increasing with explosive intensity, new modern school plants, with the latest equipment and tools of learning are rising chiefly in suburban areas. The sociologist who wants to see an ancient schoolhouse, 75 or 100 years old, will look for such plants in the cities, and he will find them still in use. To see its modern counterpart, cushioned by surrounding space and beauty, he will look in the rapidly growing suburbs.

Proportionate to their total tax rate, cities must spend less on schools than their suburban neighbors, for cities have to supply a multitude of other expensive services, largely because of crowded conditions, which suburban areas do not yet have to finance in equal degree. Fire, police, traffic, paving, sewage, garbage, licensing, inspection, hospital, governmental superstructures, parks, and a host of auxiliary and protective services take larger portions of the tax dollar in cities than they do in less crowded areas. As a result, suburban areas have greater freedom, taxwise, to emphasize the quality aspects of education, and this freedom is expressed in their insistence on high-calibre administrators and teachers, with appropriate salary guides to enable them to make adequate selection.

So beset are cities with rising taxes - and to some extent this applies to all communities - that a comment heard recently in a large community seems appropriate. The speaker declared, "There is nothing so inevitable as death and taxes. So frequently has this statement been made, always with the two words closely associated, that our citizens have come to believe that the statement implies a choice, and they prefer not to accept taxes."

And so today, as our young people are graduated and look at the many contracts which are offered them - for this is a teachers' market and will remain so for many years - I find them analyzing the advantages of city versus suburban teaching in such cogent fashion as this:

"I chose to teach in a suburban area because the citizens seem to express greater interest in educational development of their children. Class mothers, active P.T.A. study groups, citizens' committees, visiting days and parent conferences are more prevalent than they are in city schools. Parents are eager to help teachers

who consider the all-round development of children a proper educational aim." This was the considered judgment of one student who visited many schools before choosing her place of employment.

Another fine young graduate said, "I chose Suburbia because of its fine new school, with plenty of classroom space and teaching aids, and because the teachers seemed to like each other and to be inclined to help each other."

When I questioned the validity of her latter observation, she explained it in this way. "The schools are growing so rapidly in the suburbs that a sizeable proportion of the faculty are new each year. They are therefore more conscious of the problems of adjustment than teachers in a stabilized school staff would be, and are more willing to lend a helping hand to newcomers."

"The outstanding thing, to me, about suburban teaching," stated one young man, "is the relative freedom of action one has in experimentation. The individual school is the center of learning and the principal seems more willing to allow, and even encourage, teachers to try different methods and procedures. In cities centralized courses of study offer encouragement for disregarding the individual differences one finds among pupils."

Today people are moving in two directions. They are moving out of the small incorporated villages of very small population. They are also moving out of the densely populated cities. The two movements meet in the suburbs. The change is rapid. During 1949 and 1950 17.1 percent of our national population changed homes. The Census Bureau reports that half the population growth of the entire country is occurring in the outlying parts of 168 standard metropolitan districts.

It is families, not individuals, which are moving into suburban areas. Single individuals are rarer in suburbs than in cities. The families tend to be larger, and tend to be younger, still in the child-bearing stage. Only one of five suburban families is in the post-children stage. The population is generally a home-owning group, usually engaged in professions, businesses, management or skilled work. Unskilled workers, perhaps because of transportation, are inclined to remain in the central cities.

But all is not sweetness and light in the suburbs. There is a sociological principle that runs something like this: The greater the pace and amount of change, the greater grows resistance to change. This principle finds many illustrations in suburban growth, as these instances, flavored with an Earle Stanley Gardner accent, will reveal:

The Case of the Revolutionary Foreigners - When a suburban community grows rapidly, the old-timers see their schools change in amazing ways. New buildings rise, cafeterias are installed, playground acreage is increased, special teachers are employed, curriculums are changed. And the old-timers mutter among themselves, saying, "Ours was a good school. I attended it and so did my parents. It isn't good enough for these "foreigners" who have taken over our community. They have no respect for our traditions."

And so we have a kind of resistance which is portrayed in:

The Case of the Unhonored Conservative. It must be recognized that, as suburban communities begin to grow, the leadership in school and civic affairs has for a long time been vested in established families and people. They have enjoyed their power, influence, and prestige. Typically they don't react quickly enough to new needs, and cries arise from the in-coming families. The natural thing is for such long-established leaders to fight back, to resist the demands of the newcomers. They are thus forced into positions of conservatism, and they struggle to hold on to their influence until finally, usually gradually, they are overthrown and new leaders replace them. And thus, in most growing suburbs, a complete change in the power structure of leadership occurs, with the supplanted leaders rarely realizing that their conservatism had been forced upon them by circumstances rather than by conviction.

A former suburban board member - a wealthy farm owner - summed up his own passage to oblivion, and his reaction thereto, in these words:

"Our family has always been one of the town's principal taxpayers. Because of our investment, we always had someone in our family on the board of education. Then several thousand homes were built here.

The new people showed little respect for those who had given their lives for this community. They wanted many things I didn't like, so I opposed them, and licked them for several years. They finally voted me off the board, and now things are in an awful mess. They showed no respect or appreciation for my long background of service."

But board members are not the only ones who "lose their heads" in expanding suburbs, as we can see in:

The Case of the Ethical Executive. As you know, the superintendent is the executive officer of a board of education. He can recommend to a board, and try to persuade a board to follow his recommendations. But once a board establishes a policy, he faithfully executes it. He doesn't say to the public, "I don't believe this policy, nor agree with it. I'm executing the policy against my own wishes."

The result is invariably that the ethical superintendent receives the blame for a board's conservative policies, and, when the board changes its complexion, he frequently is the first casualty. In most cases which I know, his difficulty is undeserved but inevitable. He pays the necessary price for community expansion and change.

Frequent board change is the rule rather than the exception in the stages through which an expanding community passes. The reason is shown in:

The Case of the Multi-Pronged Pressures. A realistic board member who sees the handwriting on the wall recently declared, "Into every growing community come many people from many different geographic areas. Each remembers the best characteristics of the schools he previously knew. Each presses for the best features to be included in the program in his new home community. The result is that boards are flooded with suggestions, and the board can't humanly adopt and incorporate all of them all at once. So as a board member I have to oppose some of them, simply on a priority basis. I'll soon find myself replaced on the board."

Yet even he, resigned to the fact that he can't wholly please his public, sees the justice of the parent's plaint as illustrated in:

The Case of the Impatient Parent. The parent's point of view is logical. He says "We live here. We have children. We want them to have the best education possible. Children age every day, and they can't wait. My children have to get the benefit of an improved education now. A better educational program ten years from now won't do them any good."

Yes, there is ferment in the growing community, in Suburbia. And yet that is where I should like to teach, were I beginning my teaching career. The rapid growth of a community forces rapid growth in teachers, for there is constant impact of new adjustments, new needs, new situations, new pressures. The great interest parents take in their new schools and teachers makes imperative a close working relationship with citizens and civic groups. The constant planning to keep up with expanding needs encourages intimate associations of teachers with principals and superintendents, and teachers share more intensively in the total program of development. Teachers have greater opportunities for leadership and experimentation and play an important role in a community that tends to be school-centered. Because of expansion, there is security of position, possibilities for changed responsibilities if desired, space for personal and family life. In short, in Suburbia, a teacher would expect confidently to expend his life profitably, with the growth of community paralleling his own growth.

Suburban communities, starting from scratch, unencumbered by tradition, are fast becoming the lighthouse systems of American education.

UNDERSTANDING OUR NEIGHBORS

By Mrs. Theodore Waller

Director
New York Herald Tribune Forum for High Schools
New York City, New York

The revolution in America's relationship with other countries which has occurred since 1945 has not been accompanied by a concomitant change in secondary educational objectives. It is difficult to teach the history of the world today with textbooks written before World War II. The war made many drastic changes.

The Herald Tribune Forum program has for thirteen years attempted to meet this problem by providing "walking" textbooks, high school pupils from other countries who live with our young people and return home with a better understanding of America than their textbooks can give them. Moreover, the program is designed to afford American high school pupils an opportunity to learn about other countries from these visitors.

Each year the ministries of education of many countries (this year forty countries) are asked to sponsor a nationwide competition open to all English speaking high school pupils. Pan-American Airways and Trans-World Airlines bring the winners here free of charge. The young people live in American homes and visit public schools where they may attend two classes a day. In one class they give information; in the other they learn about American ways. This program, if it is to succeed, requires much planning and willing cooperation of the community and school.

This year's group came from thirty-four countries in Africa, Asia, Europe and South America. They were here for three months. They visited in four different schools and host families. They had three weeks to-

gether, one week in St. Louis as guests of the Post Dispatch and the school system there; three days in Williamsburg for the first meeting of high school student council presidents from forty-one states; and after a few days in Washington, a week in Berlin. This final week in Berlin is now a regular part of the foreign program.

What do these teen-agers get out of this experience? Do they gain a deeper understanding of their neighbors? Their letters reveal a keener understanding of the prejudice existing in the world and in their own country and a realization that such prejudice may be unjustified. One youngster wrote in this vein:

> Now that we're home, back in the feelings of hatred and prejudice about neighboring countries, these feelings of hate or mistrust or indifference . . . have to compete with the friendship we have for someone that we know in that particular country.

A girl from the Philippines wrote that she was critical of prejudice in America and now on her return home she is distressed to find people even more prejudiced than they were in many places in America. She wrote:

> I get so hurt when I have to come back down to earth reality after all the idealism we had in the Forum. Yesterday I was especially hurt and surprised when my own grandfather said to me, "Patsy, why were you with Negroes in your picture at the White House?" Are they as intelligent as the whites?"
>
> But I had gotten to be such friends with Ben from Ghana and Feluka from Nigeria, that I just couldn't imagine that anybody would think of them as anything else than my friends. I do wish people here weren't so prejudiced.

A boy from India, Krishnan, the intellectual leader of the group, had this to say:

feel that I now have a priceless treasure at my command. A drama, a living drama of the struggles of minds, our minds as they grapple with new awareness when old delusions are swept away with merciless finality and new breathtaking attitudes are forced on them. Isn't it fascinating to observe a very gradual change in your own mind? The initial recalcitrance at a new idea, the vague resentment at a humiliating consciousness of your own inadequacy? Then a feeling of panic when you are forced to admit some hard truths in spite of yourself. And then a feeling of insecurity when you feel bereft of all values. Then a feeling of justifiable pride in your capacity to live through that kind of change And with all of this a mental habit of examining everything critically including ourselves. I think this is the most important thing we've got, a keener perception--a perception greater than we ourselves are.

Of course, we've developed a few new prejudices, but now we recognize them as such. Of course, there are some moments of doubt and suspicion, but why not? Life to me is no longer a goal, it's an attempt. These struggles of ours and failures, these feelings of intense elation and groveling misery, they mean much more to me now than any idealized conception. Life to me now seems to be a search to find a few values within myself. For most of us the Forum has been a nerve shattering experience which we have survived, thanks to you and the thirty-three others.

This, I think, states the essence of their reaction. These young people learn so much about our country and see such a completely different way from that which most of them have known, but somehow they get so close together. There is a real group feeling that they are never going to forget. It is hard enough to be seventeen in your own home community, but when you are thrown at seventeen into a brand new country on the other side of the world and have to adjust to the ways of four host families as well as with the ways of thirty-three people

from as many countries, many of whom you've not had the best of feelings toward, this is a "shattering" experience.

I think that all of us connected with the program ask ourselves every year, "Are the young people going to be strong enough to take it?" We watch intently as the old delusions fall and they grasp at something but do not quite know at what; we try to help. The job is done gradually in the schools by faculty advisers and social studies teachers and by the very perceptive host families. We end with something which is a priceless possession if we are going to live and if they are going to live in the kind of world we hope to build. Certainly, unless the leaders are strong enough to go through this kind of experience and grow rather than be shattered by it there is not much hope for any of us.

Over and over again the visitors notice essential differences between American high schools and their own. They feel that our schools are inferior in that they are not as "academic" as their own. However, they learn that our schools are for everybody in contrast to theirs which are for the upper ten percent. At the end of three months they understand fairly well that our educational philosophy is unique in trying to educate everyone and they realize, as Krishnan put it, "Your solution is our need; our solution is your remedy." In other words, all over the world people will have to build schools for everybody, but we must increase the academic content in our education.

This same problem came up in the First European Conference on Secondary Education held at Paris under the sponsorship of UNESCO this past year. Educators from twenty-four European countries were present. I was permitted to attend as an observer only. It was most gratifying to see Russians, Bulgarians, Moroccans, Spaniards, and Italians joined in a common effort to change their secondary curriculum in order to prepare their people for citizenship. It was again brought home to me that what is a problem for them, we have solved long ago, but what is a problem for us, they have solved long ago. A Sorbonne professor insisted that the high schools "must provide twentieth century man with the basis for his later economic judgments and social behavior." On the other hand, it may well be that European educators have a lot of the solutions

that we are now seeking for raising our level of academic achievement. There is a great opportunity, it seems to me, for European and American educators to help each other in working out the solutions to the problems of educating children to live in the world as it is today instead of a world that existed before World War I.

While the French were feeling their way into educational concepts which we take for granted, such as the teaching of history, geography, economics, and social science for the purpose of preparing the students for life in a democratic society, the Russians were saying that the secondary school must prepare students for life. Their principal educational goal was, they said, "to insure students a general and technical education and harmonious development as active and conscientious future builders of Communist society." They went on to say that the task of the secondary school is to teach students the basis of natural science, society, and thought and to inculcate in them both theoretical and practical understandings of the basic elements of modern production, to form in them a concept of the scientific material world and a social behavior corresponding to that concept. Logic is not a required high school subject in the Soviet Union; however, in the teaching of all subjects great attention is paid to the development of logical thought.

If the French academicians ever come around to the revision they are now discussing, they may go further than we. A leading educational administrator said that in teaching international organization he would say to his students, "When you become citizens you will choose ideals from communism, socialism, or conservatism. We give you the facts; you must be free to choose."

I do hope that out of this first European Conference on Secondary Education can come some contact between teachers here and in Europe. There are many ways in which you could help each other.

In Berlin, after the formal meetings were over, I suggested that each one draw a name of another in the group. Then each would say three sentences about this person which would bring out the essence of his personality so clearly that the rest could identify him. It was quite a lot of fun. They showed great

imagination. They wanted to have a repeat performance. The second round revealed that each had begun to see himself and the total impression which he had made on the others. As understanding dawned there was a burst of protest, "But I'm not like that at all." This was an experience which I feel helped everybody and I think we should do it every year.

We are trying to make the Forum program as meaningful to our visitors as possible. We have selected four areas about which they should learn. Since it is hard to understand this country unless one understands our federal system we have chosen that as one area; another area is the formulation of foreign policy; a third is race and intergroup relations; the fourth is our economic democracy. It makes a very interesting project for a class to study the problems of intergroup relations in their own community in order to be able to explain these problems to the foreign visitors. Moreover the guests frequently arouse in the American youngsters a new interest in their countries. We are constantly seeking new ideas for the improvement of the Forum program and the social studies teachers can certainly help us in this respect.

PROGRAM PARTICIPANTS

FIFTY-FIFTH ANNUAL SPRING MEETING
Long Beach, Long Island, New York

May 9, 1958--FIRST GENERAL SESSION, at Lido School

Chairman: Langdon Walrath, Head, Citizenship Education Department, Long Beach High School, Long Beach, New York.

Remarks: Charles W. Ray, Head, Citizenship Education Department, Malverne Junior-Senior High School, Malverne, New York.

Welcome: Dr. David G. Salten, Superintendent of Schools, Long Beach, New York.

Address: "An Anthropologist Looks at Suburbia"--Dr. Margaret Mead, Office of Anthropology, American Museum of Natural History, New York City, New York.

Recorders: Miss Dorothy S. Allen, Wilmington, Delaware; Miss Corinne M. Barker, New York City, New York

May 10, 1958--SECOND GENERAL SESSION--"The Impact of Rapidly Developing Suburbia Upon Our Lives and Institutions."

Chairman: John O. Steinberg, President, Association of the Department Heads of Social Studies of Long Island, Garden City, New York.

Speaker: Honorable A. Holly Patterson, County Executive, Nassau County, New York, Mineola, New York--"Thirty Years of Constant Change."

Speaker: Honorable Frank A. Gulotta, District Attorney for Nassau County, New York, Lynbrook, New York--"Youth Problems in Suburbia."

Speaker: Dr. Thomas E. Robinson, President, New

Jersey State Teachers College, Glassboro, New Jersey--"Opportunities in Suburbia."

Recorders: Miss Edna R. Carter, Baltimore, Maryland; Voyle A. Besse, Malverne, New York.

May 10, 1958--THIRD GENERAL SESSION

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